

Haakon School District Improvement Plan/Progress Report Form

Principle: 1 General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Through interviews it was found that the district has not consistently trained paraprofessionals who are working with special needs students on specific disabilities.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Haakon School District will have scheduled training for all paraprofessionals in their district who are working with special needs students. The trainings will focus on working with students with disabilities.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All paraprofessionals working with special needs students will be required to receive training on specific disabilities.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Paraprofessionals will complete a Paraprofessional Assessment and complete a pre-needs assessment survey to determine types of training needed. What data will be given to SEP to verify this objective? A list of paraprofessionals working with special needs students will be submitted to SEP, including verification that competency has been determined.	Assessment Completed by March 1 st Surveys completed by May 1 st	Superintendent Para-professionals , Special Ed Director	Not Met 10/14/04	Met 4/1/05

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

<p>Please explain the data (6 month)</p> <p>The paraprofessionals completed a pre-needs assessment on February 14, 2004.</p> <p>The pre-needs assessment was completed by the following paraprofessionals: Edith Slovek, Lana Elshere and Lacy Puhlman.</p> <p>Paraprofessionals will be provided with an overview as to types of disability and inclusionary activities. This will be provided by viewing a series of tapes called <u>The Personal Planner and Training Guide for the Para Professional</u>, by Wendy Dover. The paraprofessionals will complete a post test over the materials.</p>				
<p>Please explain the data (12 month)</p> <p>Supt. Julie Ertz , Edith Slovek Para Professional and Mary Nelson, Para Professional completed the "The Personal Planner and Training Guide for the Para Professional, by Wendy Dover. The paraprofessionals completed the post test over the materials.</p> <p>Training Dates: 10/26/04 and 10/27/04.</p> <p>Para Professionals also participated in a school wide training on October 22, 2004 by Kelly Baxter MS CCC-SLP covering the following areas: accommodations and modifications within the regular classroom and behavior management.</p>				
<p>2. What will the district do to improve? Special Education staff will be required to attend 1-2 professional development workshops in the area of special needs children and receive training in instructional strategies for children with mild/moderate disabilities.</p> <p>What data will be given to SEP to verify this objective? A list of staff attending the training and topics covered will be submitted to the SEP.</p>	<p>To be completed each school year</p>	<p>Superintendent Special Ed Director</p>	<p>Not Met 10/14/04</p>	<p>Met 4/1/05</p>

6 month reporting date 9/30/04
12 month reporting date 3/30/05
Closed - 4/1/05

Please explain the data (6 month)

In-Service Training was provided for Special Education Teachers and Aides on September 7, 2004. Victoria Bantam Ed.S. presented an overview on special education processes and eligibility criteria. Staff attending training: Supt. Dr. Julie Ertz, Elementary Special Education Teacher, Dawn Bachman, Secondary Special Education Teacher, Betty Berry, Special Education Aides: Marilyn King, Edith Slovek, Mary Nelson and Special Education Clerk Pat Westberg.

In-service training for special educators and regular educators addressing the needs of children with special needs and various instructional strategies is planned for October 22, 2004 at the Haakon County School District.

Paraprofessional training will be completed by October 31, 2004. The Personal Planner and Training Guide for the Para Professional by Wendy Dover will be utilized.

Please explain the data (12 month)

The Personal Planner and Training Guide for Para Professionals, by Wendy Dover

Completed by Edith Slovek and Mary Nelson Para-Professionals on 10/26/04 and 10/27/04

Para Professionals completed the post-test for the training guide.

Para Professionals also attended in-service on 10/22/04 by Kelly Baxter, MS, CCC-SLP, which covered accommodations and modifications for students with special needs within the regular classroom environment.

Special Education Staff and Regular Educators attended In-Service Training by Kelly Baxter, MS CCC-SLP, covering; accommodations and modifications in the regular classroom and behavior management.

HAAKON IMPROVEMENT PLAN

Principle: 1 General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

One student was reported on the child count for December of 2002, who did not have an active IEP at that time.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Only students on an active IEP will be reported on the child count.

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students reported on the child count will have an active IEP.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All student IEP files will be reviewed in the fall of each year to verify that files are indeed active. Upon completion of an annual IEP review/first time IEP, a cover sheet for that IEP will be submitted to the Special Education Director and kept on file. What data will be given to SEP to verify this objective? The number of students on child count and the percent of those with an active IEP will be submitted to the SEP.	Sept. 30, 2004 & ongoing	Special Education Director & Staff	Met 10/14/04	
Please explain the data (6 month) Twenty eight students were listed on child count August 2004 and 100% of the students had active IEPs. IEP cover sheets for all students on IEPs were submitted to the Special Education Director on September 7, 2004. Data reflected on spreadsheet attached to this 6 month Progress Report.				
Please explain the data (12 month)				

Haakon Improvement Plan

Principle: 3 Appropriate Evaluation
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6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed – 4/1/05

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The district has identified two students as being qualified for special education services under the category of autism. During the last reevaluation process, the district did not follow the process for reviewing existing evaluation information for continuing eligibility.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The evaluation team will meet to determine what evaluations and /or information is needed to make an appropriate determination of the student’s continued eligibility under the category of autism,

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will follow re-evaluation procedures to determine continued eligibility for all students.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Special Education staff will be in-serviced on proper re-evaluation procedures with special reference to the category of autism.</p> <p>What data will be given to SEP to verify this objective? A list of staff attending the in-service and a summary will be submitted to the SEP.</p>	Feb. 20 th , 2004	Special Education Director	Met 10/14/04	

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

Please explain the data (6 month)
 Thony Jones, Psychologist with Black Hills Special Services reviewed the criteria for Autism with the Special Education Teachers and provided staff with recommendations and data on Autism. Mr. Jones also provided books and resource material to be used for programming purposes.

September 7, 2004 Victoria Bantam provided workshop on eligibility guidelines and how to utilize the technical assistance guide for determining eligibility, types of tests to be provided and the type of observations and data to maintain.

The following were in attendance: Superintendent-Julie Ertz, Pat Westerberg-SPED Clerk, Resource Teacher 7-12 – Betty Berry, Elementary SPED Teacher – Dawn Backman, SPED Aides Marilyn King, Mary Nelson, Edith Slovek.

Please explain the data (12 month)				
2. What will the district do to improve? The district will meet with parents to determine what evaluations will be administered to make appropriate determination of student's continued eligibility under the category of autism and to obtain permission for re-evaluation. What data will be given to SEP to verify this objective? The Special Education Director will check all Prior Notices and report the number checked and the percent that contained all evaluations and parent input to the SEP.	March 1 st , 2004	Special Education Director & Staff	Met 10/14/04	

Please explain the data (6 month)
 Ten student files were checked to document that the types of test indicated on the prior notice was given and that an opportunity for parental input into the planning of student evaluation was provided. Documentation was identified in all 10 files reviewed by August 21, 2004.

Please explain the data (12 month)

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed – 4/1/05

<p>3. What will the district do to improve? The district will follow reevaluation procedures to determine whether the child continues to be eligible under the category of autism</p> <p>What data will be given to SEP to verify this objective? A written summary to include evaluation data will be submitted to SEP.</p>	<p>May 21st, 2004</p>	<p>Special Education staff & Special Education Director</p>	<p>Met 10/14/04</p>	
<p>Please explain the data (6 month) Students' Evaluation Summary reports were submitted by 5/18/2004 and 5/19/2004.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: 3 Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>There was no evidence of functional assessment within the evaluation process in a review of thirteen files. Seven out of eight files of transition aged students did not have an evaluation completed in the area of transition. Two students, under the category of mental retardation, did not have an adaptive behavior evaluation completed. Two students, under the category of other health impaired, did not have a behavior or social/adaptive evaluation completed.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>All students being evaluated will have comprehensive evaluations in all areas relating to their suspected disability, including functional evaluations, and when needed transition evaluations for students 16 and older, adaptive behavior, and social/adaptive.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Functional Assessments, transitional and adaptive evaluations, including other evaluations related to suspected disability will be completed for all students being reevaluated.</p>

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed – 4/1/05

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve Special education staff will participate in training pertaining to procedures and components of comprehensive evaluations.</p> <p>What data will be given to SEP to verify this objective? The number attending the training and a summary with be submitted to the SEP.</p>	Feb. 20 th , 2004	Special Education Director	Met 10/14/04	
<p>Please explain the data (6 month)</p> <p>March 16, 2004 – In-Service was provided by Linda Shirley, State of SD Educational Specialist and Team Leader for CIMP process in Haakon School District and Dave Halverson, Transition Specialist. The in-service covered all the topics cited in the out of compliance category. This included evaluation processes, transition, eligibility and IEP.</p> <p>The following were in attendance: Superintendent and Elementary SPED, Julie Ertz, Lori Fitzgerald SPED Director and Betty Berry, Secondary SPED.</p> <p>September 7, 2004 – In-Service Training was provided by Victoria Bantam Ed.S. to the Haakon School District. Special Education Staff and Superintendent on initial evaluation and re-evaluations, purpose of evaluations, procedures for evaluation, consent to evaluate, functional evaluation, multidisciplinary meetings and report, timelines and how to utilize the eligibility guide as a reference for test procedures. Staff was provided with the state technical assistance eligibility guide to assist them in identifying required assessments for the disability categories and the criteria for qualifying for SPED in the various disability categories. The technical assistance guide for IEP guidelines was also provided.</p> <p>The following were in attendance: Superintendent-Julie Ertz, Pat Westerberg-SPED Clerk, Resource Teacher 7-12 – Betty Berry, Elementary SPED Teacher – Dawn Backman, SPED Aides Marilyn King, Mary Nelson, Edith Slovek.</p>				

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

Please explain the data (12 month)				
<p>2. What will the district do to improve? Functional assessments will be administered to all students requiring initial and reevaluations. The data will be summarized and included in a written report.</p> <p>What data will be given to SEP to verify this objective? The number of evaluations given and the percent that contain functional assessments and a written report will be submitted to the SEP.</p>	March 1 st , 2004	Special Education Director & Staff	Met 10/14/04	
<p>Please explain the data (6 month) Ten student evaluations were administered and 100% of the files had functional evaluations completed, as of August 21, 2004.</p> <p>Information submitted in spreadsheet attached to this 6 month progress report.</p>				
Please explain the data (12 month)				
<p>3. What will the district do to improve? Students' age 16 or older will complete transition evaluations.</p> <p>\What data will be given to SEP to verify this objective? The Special Education Director will check all files on students 16 or older for evaluations and report the number of students and the percent of transition evaluations completed to the SEP.</p>	May 21 st , 2004 ongoing	Special education staff/director	Met 10/14/04	
<p>Please explain the data (6 month) Four evaluations were administered to transition aged students 16 and older and 100% of the files reviewed had transition evaluation completed, as of August 21, 2004.</p>				
Please explain the data (12 month)				

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

<p>4. What will the district do to improve? Any student with a disability or suspected disability of mental retardation or other health impaired will be administered an adaptive behavior, or social adaptive evaluation as part of their comprehensive evaluation.</p> <p>What data will be given to SEP to verify this objective? The special education director will check all files for students in these two categories and submit the number and percent who have had proper evaluations completed.</p>	<p>May 21, 2004 ongoing</p>	<p>Special Education Staff</p>	<p>Not Met 10/14/04</p>	<p>Met 4/1/05</p>
<p>Please explain the data (6 month) Reevaluations for students on current child count under category OHI are scheduled to be reevaluated in the school year 2004/05. Students under the category of MR will be administered adaptive social behavior assessments.</p>				
<p>Please explain the data (12 month) There is one student on child count in the MR category this student was assessed last year and no adaptive behavior assessment was completed, as noted in the CIMP report. Since then the district completed an adaptive behavior assessment for the student and a meeting was scheduled with the parents and staff to review the previous test data and the adaptive behavior assessment. Completed 3/7/05.</p> <p>On 2/15/05, one student was assessed in the area of SED, Category 505. The student was provided with a Social/Behavioral Assessment, as part of the three-year re-evaluation.</p> <p>No other students have been assessed in the MR or other health impaired category during this time period.</p>				

Haakon Improvement Plan

Principle: 3 Appropriate Evaluation

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Through interview and file reviews, the review team found the staff does not consistently implement a procedure for documenting parental input into the evaluation. Parental input into the evaluation process was not found in thirteen out of fifteen files reviewed.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students being evaluated will have parental input into evaluation process.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Parental Input into the evaluation process will be documented and attached to all Prior Notice for Consent forms.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? A written form for parental input has been developed and implemented.</p> <p>What data will be given to SEP to verify this objective? Documentation showing parental input was sought for evaluations will be submitted to SEP beginning with parent input received as of December 15th through May 1st 2004.</p>	<p>Feb. 1st, 2004</p> <p>May 1st, 2004</p>	<p>Special Education Staff & Director</p>	<p>Met 10/14/04</p>	

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

Please explain the data (6 month)
 A written form for parental input was developed on December 15, 2003 and is being utilized by the Haakon District. Ten files were reviewed and checked for parent input into the evaluation process and 100% of the files indicated the parent had been afforded the opportunity for parental input, but four out of the ten parents did not return the parent input forms.
 Parent meetings for planning of evaluations are scheduled on a regular basis.

Please explain the data (12 month)

Principle: 3 Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

File reviews by staff and the review team determined timelines for reevaluations were not consistently followed for three-year reevaluations. Two files reviewed did not meet the timelines. A student was evaluated on 9/8/00 and the next reevaluation was not completed until 10/1/03. Another reevaluation was to be completed by 1/14/03, but was not completed until 4/29/03.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All evaluations and reevaluations will meet the required timelines.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

A calendar will be created to ensure three year re-evaluations are completed by the required timeline.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
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6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

<p>1. What will the district do to improve? A calendar will be developed listing all students' annual review dates and three-year evaluation dates.</p> <p>What data will be given to SEP to verify this objective? A copy of the calendar will be submitted to the SEP for verification.</p>	<p>March 1, 2004</p>	<p>Special Education Director</p>	<p>Met 10/14/04</p>	
<p>Please explain the data (6 month) A system for tracking IEPs and re-evaluations was developed by March 1, 2004 and has been updated continuously. Copy of calendar has been sent to SEP. Will be updated continuously.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? Evaluations will be completed one to three months prior to evaluation deadlines.</p> <p>What data will be given to SEP to verify this objective? A report attached to the calendar will be forwarded to SEP is verification evaluations were completed within the targeted time frame.</p>	<p>March 15</p>	<p>Special Education Staff</p>	<p>Not Met 10/14/04</p>	<p>Met 4/1/05</p>
<p>Please explain the data (6 month) Evaluation Summaries completed have been sent to SEP, attached to the calendar.</p>				
<p>Please explain the data (12 month) A monthly calendar has been set up and copies of current evaluation dates, re-evaluation dates and IEP due dates documented. The monthly report is maintained by the Special Education Clerk and filed in the Elementary Principal/Supt. Office. There were nine re-evaluations administered and all nine of them were completed within the three year time period. These evaluations were conducted between 2/4/04 - 2/9/05</p>				

Haakon Improvement Plan

Principle: 3 Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The team reviewed five files that contained the protocols for standardized testing, but did not contain a written analysis of the results. Without a written analysis of standardized and functional evaluation the district was unable to provide a copy of the evaluation report to the parents. In addition, two students classified with a specific learning disability did not have a multidisciplinary team report, which is required to document the determination of eligibility.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students being evaluated will have a written report of standardized and functional evaluations which will be given to the parents. Students with specific learning disabilities will have a multidisciplinary team report, which is required to document determination of eligibility.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) A written report will be provided to parents summarizing standardized and functional evaluations.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

<p>1. What will the district do to improve? A template will be created for the purpose of summarizing data from evaluations.</p> <p>What data will be given to SEP to verify this objective? The number of evaluations given and the percent of reports written, containing functional assessments will be submitted to the SEP.</p>	<p>March 1, 2004</p>	<p>Special Education Director</p>	<p>Met 10/14/04</p>	
<p>Please explain the data (6 month) The special education staff will utilize the evaluation summary sheet provided by the state.</p> <p>Evaluation report data taken through May 2004, showed that ten students assessed through May, 2004 had 100% of the functional assessments completed. Information submitted in spreadsheet attached to this 6 month progress report. Completed as of August 21, 2004</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? Special Education staff involved in writing reports will meet to review requirements for written summary of evaluation data.</p> <p>What data will be given to SEP to verify this objective? Meeting summary and date will be submitted to SEP</p>	<p>March 15</p>	<p>Special Education Staff</p>	<p>Met 10/14/04</p>	

Please explain the data (6 month)

March 16, 2004 – In-Service was provided by Linda Shirley, State of SD Educational Specialist and Team Leader for CIMP process in Haakon School District and Dave Halverson Transition Specialist. The in-service covered all the topics cited in the out of compliance category. This included evaluation processes, transition, eligibility and IEP.

The following were in attendance: Superintendent and Elementary SPED, Julie Ertz, Lori Fitzgerald SPED Director and Betty Berry, Secondary SPED.

In-service September 7, 2004 Haakon School District, by Victoria Bantam Ed.Spec., reviewed the following with the SPED teachers, SPED aides and Superintendent: Summary reports for functional evaluations for SPED and related services, MDT reports, transition evaluation and summary report. PLOP's need to be tied to functional assessment and evaluation data. A summary of evaluation reports are to be given to parents in all areas evaluated including functional evaluation. Parents need to sign that they received a copy of the evaluation reports.

The district will be completing the evaluation summary report using the state format.

Please explain the data (12 month)				
3. What will the district do to improve? Evaluation reports will be written for 100% of evaluations completed.	May 1, 2004 ongoing	Special Education Staff	Met 10/14/04	
What data will be given to SEP to verify this objective? Evaluation summaries of all evaluations completed through May 1 st will be submitted to SEP.				

Please explain the data (6 month)
 Evaluation summaries completed through May 31 2004 submitted to SEP.

Please explain the data (12 month)

HAAKON IMPROVEMENT PLAN

Principle: 4 Procedural Safeguards				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Through file reviews, the review team determined the prior notice for evaluation did not consistently list evaluations that were completed. In addition, some evaluations were completed that were not listed on the prior notice.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The prior notice for consent of evaluation will list all areas to be evaluated. Only the evaluations listed on the prior notice will be administered.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will ensure Prior Notices for consent of evaluation contain all information regarding evaluations and that evaluations stated on Prior Notice are completed.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Special Education Staff will meet to review required content on Prior Notice for evaluation. What data will be given to SEP to verify this objective? Copy of agenda and date staff met.	March 15th th , 2004	Special Education Director	Met 10/14/04	

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

Please explain the data (6 month)				
<p>March 16, 2004 – In-Service was provided by Linda Shirley, State of SD Educational Specialist and Team Leader for CIMP process in Haakon School District and Dave Halverson, Transition Specialist. The in-service covered all the topics cited in the out of compliance category. This included evaluation processes, transition, eligibility and IEP.</p> <p>The following were in attendance: Superintendent and Elementary SPED, Julie Ertz, Lori Fitzgerald SPED Director and Betty Berry, Secondary SPED.</p> <p>September 7, 2004 - In-Service Victoria Bantam Ed.S. Reviewed the content for prior notice, timelines, type of tests, timelines and documentation of parent input into planning of evaluations. Special Education Teachers, Aides and School Superintendent were in attendance.</p>				
Please explain the data (12 month)				
<p>2. What will the district do to improve? Prior Notices will contain all evaluations to be administered.</p> <p>What data will be given to SEP to verify this objective? Prior Notices will be cross checked with completed evaluations and verification submitted to SEP in summary form.</p>	May 21 st , 2004	Special Education Director & Staff	Met 10/14/04	
<p>Please explain the data (6 month)</p> <p>Ten files were reviewed and 100% of the files had completed the assessments indicated on the prior notice for evaluation.</p> <p>Information submitted in spreadsheet attached to this 6 month progress report. Met August 21, 2004.</p>				
Please explain the data (12 month)				

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

<p>3. What will the district do to improve? Any evaluations administered will have the prior consent of parents/guardians and be stated on the IEP.</p> <p>What data will be given to SEP to verify this objective? Summary of number of evaluations and number of prior consents signed.</p>	<p>May 21st, 2004</p>	<p>Special Education Director & Staff</p>	<p>Met 10/14/04</p>	
<p>Please explain the data (6 month) Ten student files were reviewed and 100% of the prior notices for consent to evaluate were signed by the parent or guardian. Information submitted in spreadsheet attached to this 6 month progress report. Met August 21, 2004</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: 5 Individualized Educational Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In three files reviewed, for students with the disability of other health impaired due to attention deficit disorders, the review team found these behaviors were not addressed. The IEP did not address behaviors in the present levels of performance, goals, or objectives. The area for consideration of special factors did not address that the student's general classroom behaviors as impeding learning.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Behavior issues that show concern in evaluations will be addressed within all students IEPs in either objectives or the consideration of special factor section.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Present Levels of Performance will contain all required components Behaviors having been documented through the evaluation procedure will be addressed in the present levels of performance and addressed through written goals and/or documented through the consideration of special factors.</p>

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? An in-service will be held for all staff on documentation of attention and behavior concerns in the classroom.</p> <p>What data will be given to SEP to verify this objective? Summary Date and number of staff attending and agenda will be sent to the SEP.</p>	<p>March 16, 2004</p>	<p>Team Leader, Special Education Staff/Director</p>	<p>Not Met 10/14/04</p>	<p>Met 4/1/05</p>
<p>Please explain the data (6 month) One In-service for elementary staff completed February 4, 2004 regarding strategies to use in classroom for students with attention and behavior concerns. In-service on documentation of attention and behavior concerns still needs to be completed in Fall of 2004. In-service training for regular educators and special educators in the area of classroom strategies and accommodations and modifications and behavior management is scheduled for October 22, 2004.</p>				
<p>Please explain the data (12 month) October 22, 2004 In-service training for regular educators and special educators was provided by Kelly Baxter, MS CCC-SLP. There were 43 staff members attending the in-service. The in-service covered the following topics: accommodations and modifications in the regular classroom, behavior management and problems often encountered by classroom teachers.</p>				

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

<p>2. What will the district do to improve? Students whose evaluations indicate attention/behavior disorders will be addressed in the present levels of performance, goals and the section provided for documenting how behavior impedes learning.</p> <p>What data will be given to SEP to verify this objective? All students IEPs will be checked by the Special Education Director and the number of students with behavior concerns with the percent of those that were addressed in the IEP will be submitted to the SEP.</p>	May 21 2004	Special Education Director	Met 10/14/04	
<p>Please explain the data (6 month) Ten student files were reviewed with four files being students with behavioral concerns. Of the four students with behavioral concerns 100% of the IEPs addressed the behavioral concerns in the IEP appropriately, as of August 21, 2004. Information submitted in spreadsheet attached to this 6 month progress report.</p>				
Please explain the data (12 month)				

HAAKON IMPROVEMENT PLAN

Principle: 5 Individualized Educational Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) There was a lack of functional assessment information being completed and as a result, the present levels of performance have no information about how the student's disability affects their involvement and progress in the general curriculum.</p>

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed – 4/1/05

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The present level of performance developed for a student will be skill specific, link to functional evaluation, will include parental input and state how the student's disability affects progress in the general curriculum or preschool.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Present Levels of Performance will contain all required components</p> <p>Present Levels of Performance will address student's specific current skills and how the disability affects progress in the general curriculum.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The team leader will be in-servicing special education staff on functional assessment and how it relates to the present levels of performance.</p> <p>What data will be given to SEP to verify this objective? A summary of the in-service will be submitted to SEP stating date, time, number attending and content.</p>	<p>March 16, 2004</p>	<p>Team Leader, Special Education Staff/Director</p>	<p>Met 10/14/04</p>	

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

Please explain the data (6 month)
 March 16, 2004 – In-Service was provided by Linda Shirley, State of SD Educational Specialist and Team Leader for CIMP process in Haakon School District and Dave Halverson, Transition Specialist. The in-service covered all the topics cited in the out of compliance category. This included evaluation processes, transition, eligibility and IEP.

The following were in attendance: Superintendent and Elementary SPED, Julie Ertz, Lori Fitzgerald SPED Director and Betty Berry, Secondary SPED.

In-Service Spring 2004, 4 staff attended, topics covered were functional assessments, types to use, how to incorporate into PLOP, how to use in the developing goal and objectives and the purpose for using functional evaluations. Met March 16, 2004

September 7, 2004 In-service – Victoria Bantam Ed.S. Overview of evaluations, including functional evaluation and how it relates to PLOP's and IEP Goals and Objectives
 Information submitted in spreadsheet attached to this 6 month progress report.

Please explain the data (12 month)				
<p>2. What will the district do to improve? When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability including transition. This information will be developed from the functional assessment.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will review all initial evaluations and reevaluations occurring during the reporting period to ensure that the present levels of performance contain the required content. The district will report the total number of files reviewed the number that are linked to the functional assessment and the number of present levels of performance that contain the required content.</p>	May 21 st , 2004	Special Education Staff/Director	Not Met 10/14/04	Met 4/1/05

6 month reporting date 9/30/04
12 month reporting date 3/30/05
Closed - 4/1/05

Please explain the data (6 month)

Ten files were reviewed and eight were linked to functional assessment and seven PLOPs contained the required content.

Information submitted in spreadsheet attached to this 6 month progress report. May 30, 2004.

Please explain the data (12 month)

There were a total of seven evaluations completed during the 2004-2005 school year. One student did not qualify for services.

The other six files reviewed contained summaries of functional evaluation in the student's disability area, which was incorporated into the present Levels of performance and utilized in developing goals and objectives for the student. The present levels of performance contained the required content. Functional evaluation was provided to two students of transition age and transition was incorporated into the PLOP's.

Functional evaluation summaries and present levels of performance were critiqued and an emphasis was placed on identifying skill specific strengths and weaknesses in the disability and transition areas.

Principle: 5 Individualized Educational Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Transition needs were not addressed in the present levels of performance on four out of four files reviewed for transition aged students. This directly relates to a lack of assessment in the area of transition for these students.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The present level of performance developed for a student will address transition, and be linked to the transition evaluation.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

Present Levels of Performance will contain all required components

Transition needs will be addressed in the present levels of performance in all files for transition aged students.

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed – 4/1/05

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? An in-service will be given on transition for students and correct procedures for documenting transition activities. The staff will attend regional in-services on transition and work ongoing with transition liaison staff.</p> <p>What data will be given to SEP to verify this objective? Summary of in-services will be submitted to SEP stating date, time, number attending and content.</p>	<p>March 16, 2004</p>	<p>Team Leader, Special Education Staff/Director</p>	<p>Met 10/14/04</p>	
<p>Please explain the data (6 month)</p> <p>In-Service-December 12, 2003 2 special education staff attended transition training at the TIE office. Transition topics were addressed. Including resource and contact personnel. Transition resource personnel and consultants were present at the TIE office to explain their services. Topics discussed included: how the various services related to transition students, assistance available in preparing student's for transition into work and post-secondary training opportunities. Special Educators Betty Berry and Lori Fitzgerald attended.</p> <p>March 16, 2004 – In-Service was provided by Linda Shirley, State of SD Educational Specialist and Team Leader for CIMP process in Haakon School District and Dave Halverson The in-service covered all the topics cited in the out of compliance category. This included evaluation processes, transition, eligibility and IEP.</p> <p>The following were in attendance: Superintendent and Elementary SPED, Julie Ertz, Lori Fitzgerald SPED Director and Betty Berry, Secondary SPED.</p> <p>Specific topics covered were transition requirements, assessments and how they relate to the students PLOP's in the transition area and how to write goals addressing transition needs.</p> <p>Information submitted in spreadsheet attached to this 6 month progress report.</p>				
<p>Please explain the data (12 month)</p>				

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

<p>2. What will the district do to improve? When writing present levels of performance transition will be addressed for every student 16 or older. This information will be developed from the transition evaluation and functional assessment in the area of transition.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will review all IEPs written on students 16 or older and report the number reviewed and the percent that contain transition in the present levels of performance.</p>	Ongoing	Special Education Director	Met 10/14/04	
<p>Please explain the data (6 month) Three student files were reviewed for students 16 and older and 100% of them contained the required transition information in the present levels of performance. Information submitted in spreadsheet attached to this 6 month progress report.</p> <p>Please explain the data (12 month)</p>				

<p>Principle: 5 Individualized Educational Program</p> <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In four files reviewed of transition aged students, all five transition areas are addressed with justification statement, meaning there were no transition services being provided for any students.</p> <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>A statement of needed transition services will contain service recommendations for the coming year and will also identify responsible parties and dates of services. Goals and objectives will address areas of need for transition.</p>

6 month reporting date 9/30/04
 12 month reporting date 3/30/05
 Closed - 4/1/05

<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Present Levels of Performance will contain all required components</p> <p>Student's requiring transition services will have written service recommendation, areas of need listed, who's responsible, and dates of services if needed. Goals and objectives will be written to address areas of need for transition services.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Individualized transition plans written for all students 14 and older will include life-planning outcomes, course of study with specific electives, transition services and goals at age 16 or younger if necessary, which are linked to present levels of performance and evaluation.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will review all initial evaluations and revaluations occurring during the 6 month reporting period for student's of transition age to ensure that the transition plan is an outcome oriented process. The district will report the number of files reviewed and the percent which reflect an outcome oriented process.</p>	<p>March 16, 2004 ongoing</p>	<p>Special education staff and director</p>	<p>Met 10/14/04</p>	
<p>Please explain the data (6 month) Five student files were reviewed for students 14 years or older and 100% of the files contained the required content for students age 14 and over. Information submitted in spreadsheet attached to this 6 month progress report.</p>				
<p>Please explain the data (12 month)</p>				

6 month reporting date 9/30/04
12 month reporting date 3/30/05
Closed – 4/1/05